



*ESEA Flexibility Waiver
Arizona Overview*

Background and Overview

- The Elementary and Secondary Education Act (ESEA) was reauthorized in 2002 and then became known as No Child Left Behind (NCLB).
- ESEA reauthorization in the near future remains unlikely and the goal of 100% proficiency in 2014 is coming quickly.



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Background and Overview

- The U.S. Department of Education (USED) has recognized that the state accountability and reform landscape has significantly changed since No Child Left Behind was passed.
- On September 23, President Obama announced that USED would be formally inviting states to apply for **"ESEA flexibility" (waivers)** in exchange for state leadership in meeting four key principles.



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Four Principles of the Waiver

1. Adopt and implement college- and career-ready standards and aligned assessments.
2. Develop and implement a system of differentiated recognition, accountability, and support.
3. Develop and implement a system of teacher and principal evaluations.
4. Evaluate and revise, as necessary, a state department's own administrative requirements to reduce duplication and unnecessary burden on LEAs (school districts and charter schools).



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How the ESEA Waiver Benefits Our K-12 Education Community

- Parents, teachers, administrators and the public will have only **one school accountability system** rather than two.
- Many of the requirements are met by initiatives that are already underway.
- Raises the bar for all students, including those most at risk and most in need, so that they can successfully compete in our information economy.
- Provides more flexibility for **Arizona's education community to decide** how to best allocate resources to best meet the unique needs of its diverse student population.



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U.S. Secretary of Education Arne Duncan:

“ESEA flexibility is not a competition; all states are eligible. Our goal is for every state that submits a request to get to the end. There is not one single timeline for states, or one single pathway for approval. The department will work with every state that is serious about reform and wants to receive flexibility.”



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Why Is Arizona Requesting an ESEA Waiver?

- To move to one aligned system of school accountability.
 - Aligns the federal requirements of ESEA adequate yearly progress (AYP) with our new state accountability system (A-F)
 - (Under the current system parents and schools receive two different, and sometimes differing, school evaluations)
- To link federal accountability requirements with our Race to the Top efforts.
- To move from a system of compliance to one of support for our schools, while providing transparency for all education stakeholders.



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The Waivers

There are ten specific ESEA provisions proposed for waivers but they generally center on the NCLB requirement to achieve 100% student academic proficiency by 2014.

- Flexibility for state to redefine proficiency targets.
- Flexibility in developing accountability formulas.
- Changes to Title I school and district improvement.
 - Eliminate the requirement to identify districts for improvement
 - Concentrate school improvement resources on priority (with lowest achievement) and focus (with greatest achievement gap) schools
- Increased flexibility in use of federal funds.
- Increased flexibility for districts with Highly Qualified Teacher Improvement Plans.



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2010 - Critical Year for Arizona

- Adopted the 2010 Arizona Academic Standards (Common Core).
- Joined two common assessment consortia
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - National Center and State Collaborative (alternate assessment)
- Passed SB 1040 (teacher and principal evaluations)
- Passed SB 1286 (schools; achievement profiles; letter grades)



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Principle 1

College- and Career-Ready Expectations for All Students

- Adopt college- and career-ready standards
- Transition to college- and career-ready standards
- Develop and administer annual, statewide and aligned assessments that measure student growth in knowledge and skills
 - As stated previously, Arizona has already adopted the 2010 Arizona Academic Standards (Common Core) and joined two assessment consortia.
 - In December, Arizona was awarded a Race to the Top III grant for \$25 million.
 - One of the key initiatives funded with this grant was the implementation of the new Arizona 2010 Academic Standards (Common Core).



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Principle 2

State-Developed, Differentiated Recognition, Accountability, and Support

- Develop and implement a state-based system of differentiated recognition, accountability, and support
- Set ambitious but achievable annual measurable objectives
- Identify Title I “Reward” Schools (highest-performing)
- Identify Title I “Focus” Schools (achievement gaps/lowest-performing subgroups)
- Identify Title I “Priority” Schools (lowest-performing), and turnaround strategies
- Describe how the state’s system provides incentives and supports for other Title I schools
- Describe how the state’s system is working to build State Education Agency (SEA), LEA, and school capacity to improve student learning



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Principle 2 (continued)

Ultimate goal: Only **One** System of Accountability

- Arizona is entering the second year of implementation of the new A-F system and is continuing to work with its many stakeholders to refine the model.
- Our goal is for all students to be on track for *college and career readiness* within three years or grade 10 and to define the achievement of this for **every** child as truly closing the achievement gap.



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Principle 2 (continued)

Ultimate goal: Only **One** System of Accountability

- The proposed Annual Measurable Objectives (AMO) for AYP will account for a school's progress for the “growth to standard” and “growth to excellence” trajectories of every student within that school.
- These new AMOs will **not** be used for accountability purposes in 2012-2013.
- Arizona will also be seeking a one year “freeze” on current AYP during this time.



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Principle 2 (continued)

- In aligning Arizona's accountability and school improvement metrics with federal metrics, the proposal is for Title I "A" schools to be considered "reward" schools, Title I "D" schools as "focus" schools, and Title I "F" and Persistently Low Achieving (PLA) schools as "priority" schools.
- Arizona's plan is to use the flexibility offered during this next year to evaluate our current accountability and intervention statutes, policies and rules to see where changes can be made based on best practice and the past ten years of experience to offer all of our schools the same levels of support - not just Title I schools.



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Proposed Arizona Turnaround Components

Components LEAs must include in their Continuous Improvement Plan for Implementation in Priority Schools (Letter Grade F and PLA)

- 1.Strong, effective leadership.
- 2.Operational flexibility to the school.
- 3.Ensure teachers are effective and able to improve instruction.
- 4.Additional time for student learning and teacher collaboration.
- 5.Schools instructional program based on student needs.
- 6.Instructional Programs are based on student needs and aligned with 2010 English Language Arts and Mathematics Standards (Common Core).
- 7.Data informs instruction.
8. School environment focused on achievement & non-academic factors affecting student achievement.
9. Family and community engagement focused on student learning.



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Principle 3

Supporting Effective Instruction and Leadership through Educator Evaluation

- Develop and adopt guidelines for teacher and principal evaluation and support systems.
- Ensure LEAs implement evaluation and support systems.
 - Arizona passed SB 1040 in 2010.
 - State Board of Education adopted model framework, April 2011.
 - ADE is developing a Recommended State Teacher and Principal Evaluation model for LEAs to consider.
 - ADE is partnering with WestEd to build capacity for the Regional Education Centers to assist in training and also to develop a process to evaluate implementation.



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Principle 4

Reducing Duplication and Unnecessary Burden

- The Arizona Department of Education has incorporated numerous goals and objectives into its Strategic Plan to not only streamline processes and increase efficiency, but to also improve customer service and enhance the quality of support it provides LEAs.



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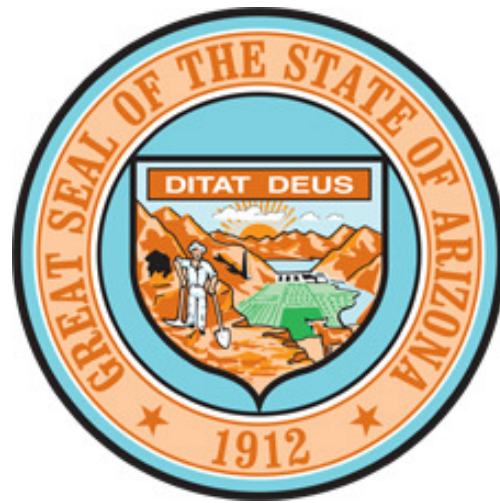
Timeline

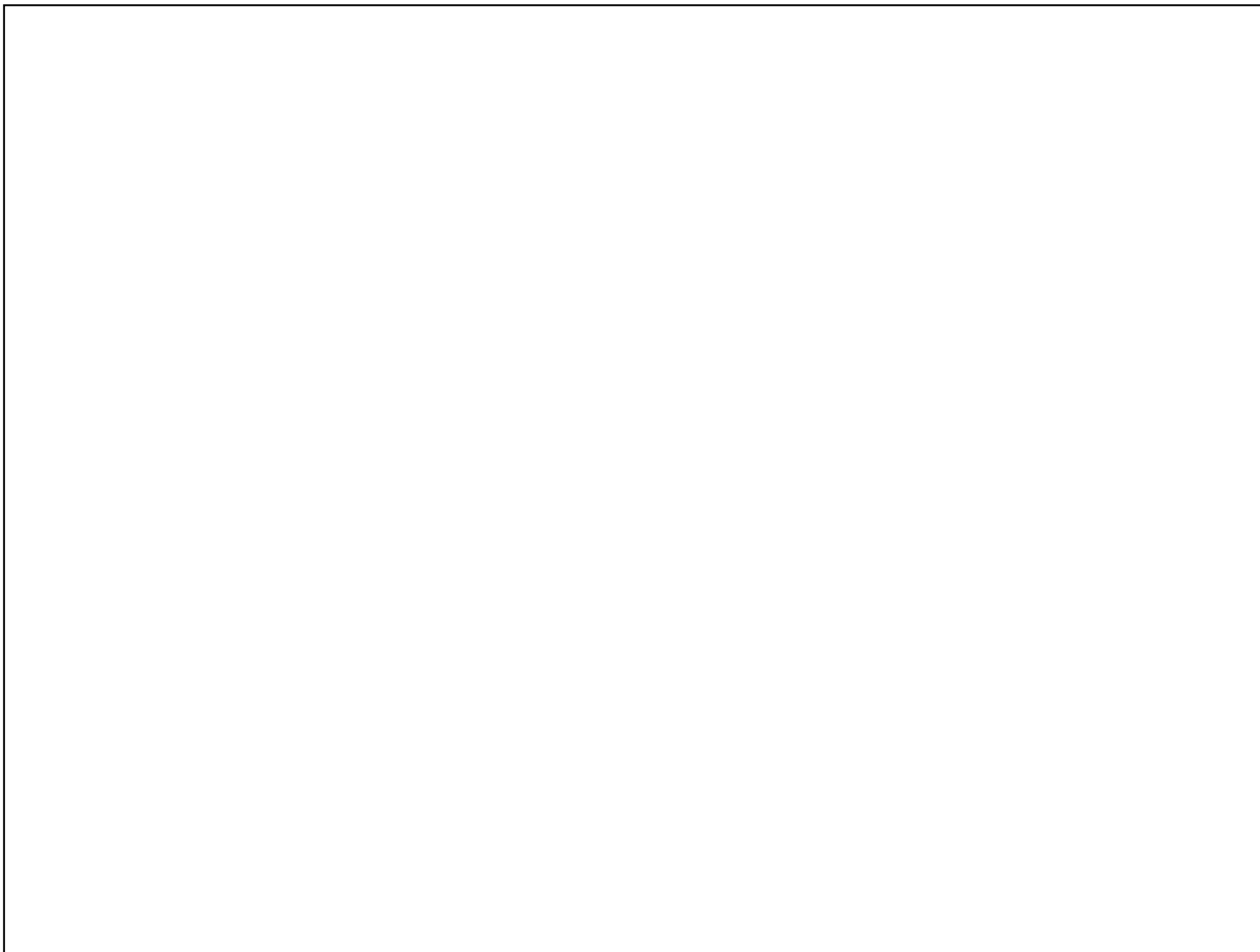
- Stakeholder Outreach:
 - www.azed.gov/eseawaiver
 - Group presentations & town halls
 - Direct outreach and focus groups
 - Communicated e-mail point of contact: eseawaiver@azed.gov
- Waiver Proposal Due to U.S. Department of Education by February 21, 2012.
 - Ongoing process



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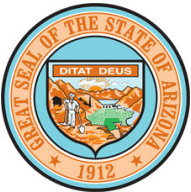






USED Categorization of Schools Within the Flexibility Waiver

1. **“Reward Schools”** – Highest-performing and high-progress Title I schools
 - ▣ Must publicly recognize and reward
2. **“Priority Schools”** – Lowest-performing 5% of all Title I schools in the state based on achievement of all students, Title I high schools with graduation rates less than 60%, or a Tier I or Tier II school using School Improvement Grant funds to implement a school intervention model.
 - ▣ Must implement meaningful interventions aligned to turnaround principles
3. **“Focus Schools”** – 10% of Title I schools with the largest within-school achievement gaps, graduation rate gaps, or subgroups with low performance or low graduation rates.
 - ▣ Must identify specific needs and interventions



USED Turnaround Principles

LEAs must implement meaningful interventions designed to improve academic achievement of students in priority schools that are aligned with these new principles and selected with family and community input:

- ❑ Provide strong leadership by: (1) reviewing current principal performance; (2) replacing the principal or demonstrating the current principal has a track record of improving achievement; and (3) providing the principal with operational flexibility.
- ❑ Ensuring teacher effectiveness by: (1) reviewing the quality of staff and retaining only those who are effective; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded ongoing professional development
- ❑ Redesigning the school day/week/year for additional time for student learning and teacher collaboration
- ❑ Strengthening the school's instructional program based on student needs and ensuring instruction is research-based, rigorous, and aligned with state standards.
- ❑ Using data to inform instruction and for continuous improvement
- ❑ Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement
- ❑ Providing ongoing mechanisms for family and community engagement

